

# **Minnesota Standardized English Learner Procedures**

## **Identifying Students as English Learners Using the WIDA Online or Paper Screener\***

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August 2017



\*This document also addresses the use of the Kindergarten W-APT and the Kindergarten WIDA MODEL

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## Overview

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is a significant asset. Minnesota schools strive to recognize and build on the linguistic and cultural resources of students and families. Building on the strengths and resources of students helps them as they engage in content area instruction and assessments in a new language and culture.

This section of the Minnesota Standardized English Learner Procedures is provided to assist district staff in using the approved English Language Proficiency (ELP) Screeners described in this document to determine which students in K-12 education settings are eligible English learners (ELs) who will receive English Language Development (ELD) instruction in the district's Language Instruction Educational Program (LIEP).

Determination of the home language, using the Minnesota Language Survey (MNLS), is the first step in identification of an English learner. Students who understand one or more languages other than English (as reported on the MNLS) then complete an approved English Language Proficiency (ELP) screener. The ELP screener measures the child's current proficiency level in English in the areas of listening, speaking, reading and writing. Trained district staff score the screener to determine if the student is already proficient in English or conversely, if the student may benefit from ELD instruction. Only students who are not yet proficient in English are identified as English learners. Following initial placement in the district's LIEP, there is a 45-day grace period in which any errors made in determining a student's home language or ELP may be corrected. The district will also have a process to determine if students who were not initially identified as English learners may in fact be eligible for ELD instruction.

This section of the Minnesota Standardized English Learner Procedures provides information about the approved screener assessments used in Minnesota to determine if students are English learners. Information in this document includes the purpose of the three approved screener assessments; required materials and training; student testing; and assessment scoring.

## Approved Minnesota ELP Screener Assessments

There are three approved ELP screeners in Minnesota: the WIDA Screener, the Kindergarten W-APT and the Kindergarten MODEL. The WIDA Screener has an online version and a paper version. Throughout this document, the three approved screeners will often be referred to as "the screener" or "the WIDA Screener."

As mentioned above, the purpose of the screener is to accurately verify if the student has sufficient proficiency in English to meaningfully access the grade-level curriculum in English without ELD instruction and other support. The screener also helps identify students who will benefit from a Language Instruction Educational Program. Such a program includes standards-based English Language Development (ELD) instruction that is aligned with the grade-level content area standards in order to support growth in the four language domains and full proficiency in social, instructional and academic language across the content areas. The program may also include primary language instruction and support.

Figure 1 – Approved Minnesota ELP Screener Assessments

Timing	Kindergarten W-APT	Kindergarten MODEL	WIDA Screener (Grades 1-12)  Online	WIDA Screener (Grades 1-12)  Paper
Pre-K and 1 <sup>st</sup> Semester Kindergarten	Combined Listening and Speaking domains, score must be greater than or equal to 28.	Composite Score greater than or equal to 5.0.  All domains greater than or equal to 4.	Do not use	Do not use
2 <sup>nd</sup> Semester Kindergarten	Combined Listening and Speaking domains, score must be greater than or equal to 28. Reading score greater than or equal to 11. Writing score greater to or equal to 12.			
Grades 1-12	Do not use		Composite Score of 4.5 with no domain below a 4.0.	Composite Score of 4.5 with no domain below a 4.0

## Administering Minnesota ELP Screener Assessments

For students enrolling in kindergarten, the Kindergarten W-APT or Kindergarten MODEL are used to assess the student's current proficiency level in English. Local assessments of the student's strengths in the primary language also provide information that can inform instruction. Minnesota districts and charter schools have access to the Kindergarten W-APT at no cost. The Kindergarten MODEL is a more comprehensive test that is available for purchase.

For potential English learners enrolling in grades 1-12, the WIDA Screener is administered to make the final determination of English learner status. The screener is delivered either online or by paper. Minnesota districts

and charter schools have access to the WIDA Online screener at no cost. The WIDA Screener Paper can be purchased at the [WIDA Store](#) at nominal cost.

English learners should be screened in connection with or prior to school registration and enrollment. Potential English learners are screened for eligibility within seven days of starting school. Students must be screened and identified as English learners in a timely manner and no more than 30 days from the beginning of the school year.

## **Determining when the screener should be administered**

Below are some examples of when students who use a language other than English (as reported on the MNLS) will take one of the approved ELP screeners:

- When enrolling as a new student in the district, and
- When enrolling in grades K-12, and
- When a recent ACCESS score or approved ELP screener score is not available or
- When a student has FALSE NEGATIVES

If a student enrolls and already has a WIDA Screener report dated within the last 12 months, the child does not need to be re-screened. If the student has already attended a district in Minnesota and does not have the WIDA Screener report, find out if previous W-APT or WIDA Screener results are available. Also, if the student was previously enrolled in a Minnesota district during the ACCESS testing window, a record of ACCESS test score history is available through MDE Secure Reports: Student Assessment History Report. We encourage districts to work with local research, data and testing staff to acquire this information in a usable format.

## **Students previously enrolled in other states**

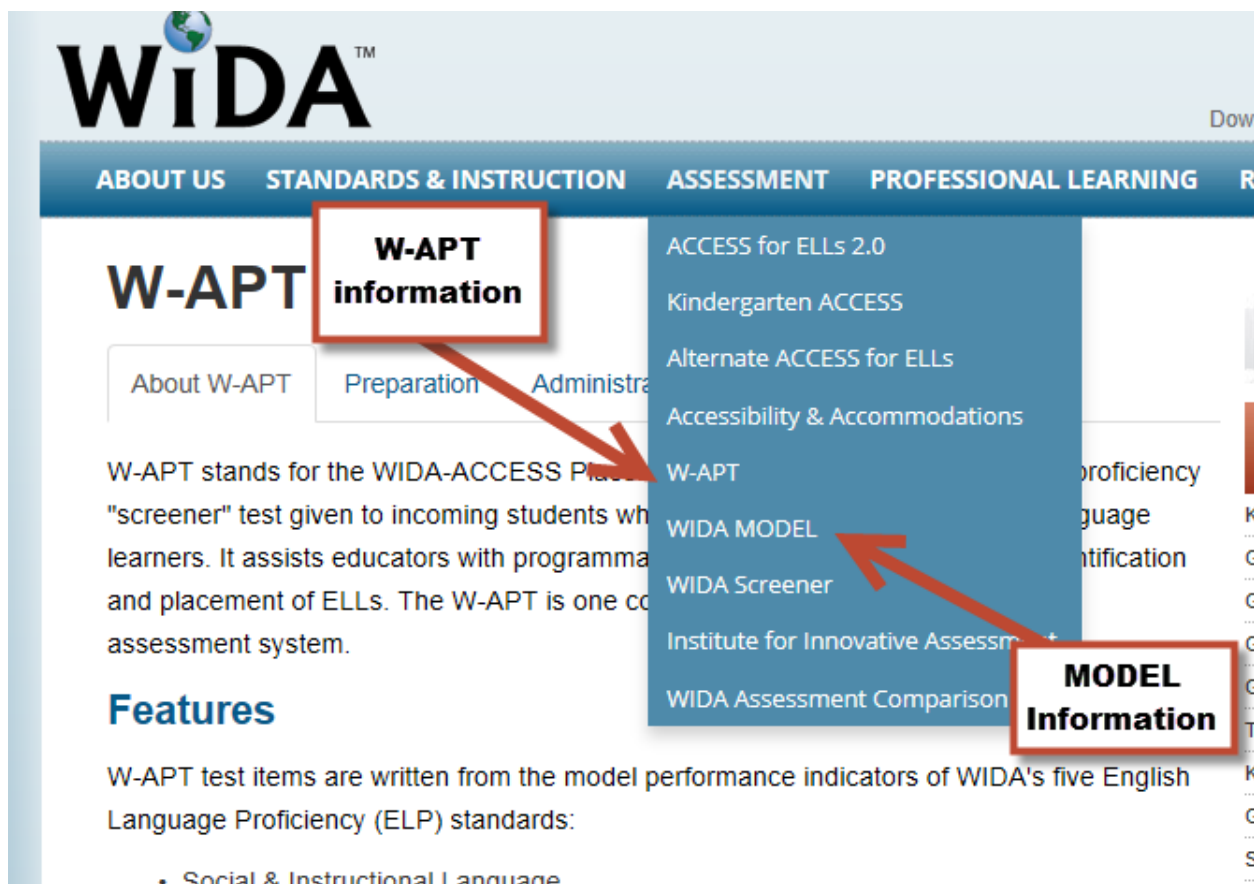
If a student was previously enrolled in another WIDA state, contact that school to request recent ACCESS test or WIDA Screener score reports. Since some states do not require WIDA Screener score reports to be filed in the cumulative folder, the district might not have easy access to the score report. Once you receive the score report, review the overall composite score and the 4 domains (listening, speaking, reading, and writing) using Minnesota's proficiency definition to determine if the student qualifies for a language instruction education program (LIEP) and English language development (ELD) instruction.

If a student was enrolled in a non-WIDA state, the student must be assessed using an approved screener as other English language proficiency assessments will not correspond to the ACCESS 2.0 assessment and the Minnesota/WIDA ELD Standards Framework.

## **Kindergarten W-APT**

Assessment Testing for Potential ELs in Kindergarten (and 4-year-olds)

As mentioned above, students entering kindergarten cannot take the WIDA Screener. Instead, the district has the choice of one of two WIDA assessments: the Kindergarten W-APT (KG W-APT) or the Kindergarten MODEL (K-MODEL). Materials for both tests can be found on the WIDA website:



Both pull-down tabs contain information about the test. The Kindergarten W-APT (Kindergarten WIDA-ACCESS Placement Test) pull-down contains information about the test, preparation, administration score reports, and a Frequently Asked Questions section. The MODEL pull-down contains information about the test, preparation, score reports as well as the online MODEL. While the KG W-APT continues to be offered free of charge to Minnesota districts, the MODEL must be purchased by the district at the WIDA store (WCEPS).

## WIDA – ACCESS Placement Test (W-APT)

In the past, the W-APT was used by most Minnesota districts to screen potential English learners in grades K-12. With the introduction of the WIDA Screener, which is aligned to ACCESS 2.0, WIDA will no longer support the W-APT for grades 1-12. Additionally, with Minnesota's new standardized entry criteria, the W-APT is no longer an appropriate screener for grades 1-12.

However, the Kindergarten W-APT is still appropriate for potential English learners enrolling in Kindergarten. Minnesota districts may continue to use this screener test or they may use the Kindergarten MODEL screener. Similar to the WIDA Screener, its main role is to determine EL eligibility. It also facilitates decisions made by educators for placement in an LIEP.



The Kindergarten W-APT assists in the identification and classification of ELs. For four-year-olds and 1st semester Kindergarteners, only the Listening and Speaking components will be used. The Kindergarten W-APT may be administered to second-semester pre-K students for Kindergarten EL eligibility. Kindergarteners being assessed during the second semester can complete all four domains (listening, speaking, reading and writing).

As with the WIDA Screener, the Kindergarten W-APT assesses the four domains of listening, speaking, reading and writing. Test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards:

- Social and instructional language.
- The language needed for success in the content area of Language Arts.
- The language needed for success in the content area of Mathematics.
- The language needed for success in the content area of Science.
- The language needed for success in the content area of Social Studies.

The Kindergarten W-APT is organized as a single, individually-administered test with a combined Speaking/Listening component. The Reading and Writing tests make up a separate test which should be used for Kindergarteners in the second semester of the school year, and only for students with literacy skills.

## Training

Information found in the Kindergarten W-APT Test Administration Manual and the scored student writing samples provide the necessary information and training for reliably administering and scoring the Kindergarten W-APT. However, it is recommended, but not required, that Kindergarten W-APT administrators be trained for ACCESS 2.0, which is a complete and detailed training course. Test administrators who have participated in test administration training for ACCESS 2.0 will be well qualified to administer the Kindergarten W-APT. They will merely need to review sound files and train on the writing rubric by examining the scored writing samples in the training package for the Kindergarten W-APT. The WIDA secure portal page includes training materials for Kindergarten W-APT test administrators. Please contact your district assessment coordinator (DAC) if you cannot access this page.

## Administration

The Kindergarten W-APT test forms and administration manual are available to authorized users by downloading the materials as PDF files. To access or print these forms, you must enter your username and password at the [WIDA website](#). Please contact your district assessment coordinator (DAC) if you have not yet received login information.

## Scoring

The Kindergarten W-APT does not assign scores across the full range of WIDA English Language Proficiency levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency.

Figure 2 – Kindergarten W-APT Proficiency Scores (1st Semester Test)

Raw Score for Listening and Speaking	Oral Proficiency Score
0-10	Low
11-18	Mid
19-28	High
29-30	Exceptional

As stated in the section “W-APT” above, not all Kindergarten students take the four domains of the W-APT. Only students enrolling in the second semester will take all four domains. Again, the test administrator should not use the reading and writing sections unless the student has some literacy skills.

- 1st semester Kindergarten students are assessed on the Listening and Speaking components of the KG W-APT ([see Appendix A](#)).
- 2nd semester Kindergarten students are assessed on all four language domains of the Kindergarten W-APT: Listening, Speaking, Reading, and Writing ([see Appendix B](#)).

The Listening and Speaking components of the Kindergarten W-APT provide an Oral Proficiency score, which is used to classify students as English learners. The results of the Reading and Writing components (for students with literacy skills) provide additional information that may be used as additional criteria to guide language instruction. Please refer to the Appendices A-C for identification and classification for ELD instruction.

### Proficiency Criteria for the Kindergarten W-APT

Kindergarten students (see Appendices A-C).

For 1st semester students, a combined Listening and Speaking raw score of 28 or higher meets the minimum criteria for English proficiency. For 2nd semester students, a combined Listening and Speaking score of 28 or higher, AND Reading score of 11 or higher AND Writing score of 12 or higher, meets the minimum criteria for English proficiency. Students who are screened using the Kindergarten MODEL, must have a composite score greater than or equal to 5 with no domain below a 4. A Kindergartener is classified as an eligible EL if the scores outlined in Figure 3 below do not meet the minimum criteria indicating full proficiency in English.

Figure 3 – Proficiency Criteria for the Kindergarten W-APT

Assessment	Pre-Kindergarten 1 <sup>st</sup> Semester Kindergarten	2 <sup>nd</sup> Semester Kindergarten
Kindergarten W-APT	A score of at least 28 (Listening and Speaking)	A Score of at least 28 (Listening and Speaking)  At least 11 (Reading)  At least 12 (Writing)
Kindergarten MODEL	A composite score of at least 5:  A score of at least 4 in each domain	A composite score of at least 5:  A score of at least 4 in each domain

Students who do not meet the minimum criteria above will be classified as an English learner, enrolled in the district's LIEP, and will receive ELD instruction from a qualified ESL teacher.

See [Appendix C](#) for an example of a Minnesota district's **approximate** conversion of Kindergarten W-APT scores to ELP levels, which may be useful in making placement decisions. Keep in mind that the W-APT was designed for identification and not necessarily for making programming decisions.

Figure 4 – Criteria for Initial English learner Identification in Minnesota

Grade	Domains	W-APT Score* Identifies Student as an English learner	W-APT Score* Indicates Student is <b>NOT</b> an EL
Kindergarten 1 <sup>st</sup> Semester	Listening and Speaking	27 or lower	28 or higher
Kindergarten 2 <sup>nd</sup> Semester	Listening and Speaking	27 or lower	28 or higher
	Reading	10 or lower	11 or higher
	Writing	11 or lower	12 or higher

\*Please note that WIDA is phasing out the W-APT. It will no longer be used in Minnesota as an approved ELP screener for EL identification in grades 1-12. More details are available at the [WIDA W-APT website](#) .

## Frequently Asked Questions Regarding the Kindergarten W-APT

### 1. What is the Kindergarten W-APT?

Kindergarten W-APT stands for the Kindergarten WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English learners (ELs). It is intended to determine EL eligibility and can also be used to inform initial placement for ELD instruction.

Before the 2016-2017 school year, the W-APT was used to identify students for classification as English learners in grades K-12. However, with the introduction of the WIDA Screener, all Minnesota students in grades 1 through 12 who use a language other than English (as reported on the MNLS) will take the WIDA Screener. Kindergarten students identified on the Minnesota Language Survey as potential ELs will continue to use the Kindergarten W-APT.

### 2. What are the components of the Kindergarten W-APT test?

The Kindergarten W-APT is organized as a single, individually-administered test with a combined Speaking/Listening component. The Reading and Writing tests make up a separate test which is optional, usually only given for Kindergarten students in their second semester of Kindergarten and only for students with some literacy skills. The assessment is diagnostic, and the scores inform teachers about the skills that students have in English in each of the language domains tested.

### 3. Will the Kindergarten W-APT still be available for use now that the new WIDA Screener has been released?

The Kindergarten W-APT will be available for the foreseeable future, however, with the move to ACCESS 2.0, WIDA is phasing out the W-APT test forms and training materials for grades 1-12. WIDA will no longer provide support for the W-APT in grades 1-12, though the WIDA's client services center will continue to answer educator questions about the administration of the Kindergarten W-APT until a Kindergarten WIDA Screener has been developed and is made available to WIDA states.

4. Who takes the Kindergarten W-APT?

All new to the district Kindergarten teachers with a language other than English should take the Kindergarten W-APT or the Kindergarten MODEL.

5. Who can administer the Kindergarten W-APT?

It is recommended, but not required, that Kindergarten W-APT administrators be trained for the full ACCESS 2.0 assessment, which is a complete and detailed training course. However, reading the Kindergarten W-APT Test Administration Manual and scored student writing samples should be sufficient for reliably administering and scoring the Kindergarten W-APT. It is recommended that district staff administering the screener regularly complete the online training together to enhance inter-rater reliability.

6. How can I prepare to administer the Kindergarten W-APT?

Kindergarten W-APT administrators should review the test administration manual, scored student writing samples, and the applicable Kindergarten W-APT webinars. It is recommended, but not required, that test administrators complete the ACCESS for ELLs training course prior to administering the Kindergarten W-APT.

7. Will the Kindergarten W-APT be administered at the school or at a placement center?

Each district determines where the Kindergarten W-APT will be administered. Districts should ensure that assessments take place in an appropriate testing environment and that all testing materials be kept secure but readily accessible to test administrators.

8. Can the Kindergarten W-APT be administered in groups?

No, the Kindergarten W-APT is an adaptive test and is meant to be administered in an individual setting. The speaking component of the Kindergarten W-APT is always administered one-on-one.

9. Can the Kindergarten W-APT be used for progress monitoring?

No, the Kindergarten W-APT is not designed for progress monitoring. Note that the Kindergarten W-APT cannot be used as a substitute for ACCESS 2.0, which is used to satisfy legal requirements for annual assessment and accountability. It also may not be used for the purpose of exiting a student from EL status.

10. Who scores the Kindergarten W-APT?

The Kindergarten W-APT is scored by the test administrator. No part of the Kindergarten W-APT is sent away for scoring.

11. How much does the Kindergarten W-APT cost?

The Kindergarten W-APT is available for download at no charge to Minnesota districts.

12. How can I get the Kindergarten W-APT materials?

The Kindergarten W-APT test forms and administration manual (PDF files) are available to all authorized users from WIDA Consortium member states. You must enter your WIDA username and password to view or print these files or contact your District Assessment Coordinator for more information.

13. Is the Kindergarten W-APT a secure test?

The Kindergarten W-APT is a secure test so it is important to maintain the confidentiality of all testing materials. Be sure to secure all testing materials when not in use and do not leave materials unattended before or after testing. It is also important to secure the consumable materials – the writing test booklet and the scoring sheets, since these contain answer keys and prompts.

Consumable materials should be destroyed following the recording of student test scores or filed in the student's secure file such as the cumulative file.

14. Can Title III funds be used for Kindergarten W-APT training or test administration?

Except for in the case of participating nonpublic schools, Title III funds may not be used for identification or placement purposes. This includes training, hiring substitute teachers to free up teachers to give the assessment, or any other costs associated with the Kindergarten W-APT.

15. How long does the test take to administer?

Each domain (Listening, Speaking, Reading, and Writing) consists of five parts, each containing 3 tasks. The Listening and Speaking part is designed to take 15 minutes. The Reading and Writing part is designed to take 10-15 minutes. Testing time might vary significantly. Depending upon a student's age, prior schooling and English proficiency, the test might take anywhere from 5 minutes to 30 minutes.

## **Kindergarten MODEL**

The Kindergarten MODEL (Measure of Developing English Language) can also be used for screening Kindergarten students for EL eligibility. Unlike the Kindergarten W-APT, the Kindergarten MODEL must be purchased by the district from the WIDA store (WCEPS). Some districts prefer screening with the MODEL because the score reports provide English language proficiency levels and can also be used as an interim progress monitoring assessment. All users should keep in mind that the Kindergarten MODEL was developed to be used in conjunction with ACCESS for ELLs and is not aligned with the increased language demands of ACCESS 2.0.

### **Scoring of the Kindergarten WIDA MODEL**

Scores reports are similar to the WIDA Screener. Scores are reported for each of the four language domains and in several composites as follows:

- Listening

- Speaking
- Reading
- Writing
- Oral Language (50 percent Listening, 50 percent Speaking)
- Literacy (50 percent Reading, 50 percent Writing)
- Overall (30 percent Oral Language, 70 percent Literacy)

## Proficiency Criteria of the Kindergarten WIDA MODEL

Figure 5 – Proficiency Criteria for Kindergarten WIDA MODEL

Kindergarten WIDA MODEL	
<p><b>The student is identified as an English learner <i>if either of the statements below are true:</i></b></p> <ol style="list-style-type: none"> <li>1. Overall composite score is <b>below</b> 5.0.</li> <li>2. Any domain score is <b>below</b> 4.0.</li> </ol>	
<p><i>The score indicates that the student is <b>NOT</b> an English learner if both criteria below are true:</i></p> <ol style="list-style-type: none"> <li>1. Overall composite score is a 5.0 or higher.</li> <li>2. <b>Each</b> domain score is at or above 4.0.</li> </ol>	
<p><i>*Please note that beginning in 2017-18 the MODEL will no longer be used in Minnesota as an approved ELP screener for EL classification in grades 1-12, though districts may continue to use the MODEL Kit as an interim progress monitoring assessment separately from the initial determination of EL eligibility.</i></p>	

For additional information about the Kindergarten MODEL, please visit the WIDA website.

## WIDA Online and Paper Screener Overview

Beginning September 1, 2017, to ensure state and local compliance with the Every Student Succeeds Act (ESSA), all Minnesota districts must use the WIDA Screener for students entering grades 1-12. The WIDA Screener is an English language proficiency screener assessment given to newly enrolled students in Minnesota. The WIDA

Screener is aligned with ACCESS 2.0 and the scoring criteria have been informed Minnesota’s ACCESS 2.0 English learner proficiency definition. The purpose of this assessment is to determine EL eligibility.

The WIDA Screener is available as an online assessment (WIDA Screener Online) and as a paper-based assessment (WIDA Screener Paper). Both the WIDA Screener Online and WIDA Screener Paper assess the four language domains of Listening, Speaking, Reading, and Writing. The WIDA Screener is an assessment screener designed to determine EL eligibility. It also provide a preliminary measure of a student’s English language proficiency in Grades 1–12. The WIDA Screener Online version is free to all Minnesota districts. If districts choose to utilize the WIDA Screener Paper, the district must purchase the assessment through the WIDA store. Districts may not use Title III funds to purchase required screener tests, except when used to identify eligible ELs in participating nonpublic schools.



Please note when using the WIDA refers to English learners (ELs) as English Language learners (ELLs).

## Components of the WIDA Screener

Both the WIDA Screener Online and WIDA Screener Paper assess the four language domains of Listening, Speaking, Reading, and Writing. The assessment examines the students’ English language proficiency in five areas: Social and Instructional Language (SIL); the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS). The main purpose of the WIDA Screener is to determine EL eligibility. The assessment also provides a preliminary measure of a student’s English language proficiency in Grades 1–12. The WIDA Screener online version is available free to all Minnesota districts. If the district wants to utilize the WIDA Screener paper, the district must purchase the assessment through the WIDA store (WCEPS).



Figure 6 – Comparison between the WIDA Screener- online and paper

Online	Paper
District or school already has computers set up with Insight and AMS for ACCESS 2.0	Computers are used though Insight browser and AMS system software are not needed
Screening multiple students at once	Individual administration guided by Test Administrator with options for group administration
For students familiar with and comfortable with technology/computers	For children unfamiliar with technology/computers
Can be used when trained Speaking raters are not available to administer the Speaking test	Test administrators rate the Speaking responses in real time
Productive responses are scored centrally or by specifically designated raters	If scores are needed immediately after the child completes the test

## WIDA Screener Online: Grades 1-12

The WIDA Screener is an English language proficiency assessment given to students in grades 1-12.

## WIDA Screener

The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.

As a flexible, on-demand language proficiency assessment, WIDA Screener can be administered at any time during the school year, depending on the needs of the district, school, teacher, or student.

The WIDA Screener is available as either a paper-based or online assessment. Both WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing.

### Grade-Level Clusters



To learn more about WIDA Screener Paper and WIDA Screener Online, please select the relevant mode (Paper or Online).



## WIDA Screener Online Summary

The next section will provide information about the WIDA Screener Online including the purpose of the assessment, training, required materials, student testing, and Screener Online scoring.

## Administering the WIDA Screener

The WIDA Screener, whether the paper or online assessment, is completed by potential ELs in a sequential order. Every student starts with listening. The first question is an entry question which determines the Tier the student will follow. Students must take all four domains to receive a composite score for the assessment.

*Additional details about the WIDA Screener Online can be found on the WIDA Screener Online webpage (<https://www.wida.us/assessment/Screener/screener-online.aspx>).*

*A nine-minute video about administering the WIDA Screener Online is available on the WIDA website (<https://www.wida.us/client/Screener/online/video/administering-screener.html>).*

*A one-hour webinar about WIDA Screener Online is available on the WIDA Screener Online Webinar page (<https://www.wida.us/assessment/video/WIDAScreenerOnlineWebinar.aspx>).*

*WIDA Online Screener Training Course*  
(<https://www.wida.us/client/screener/online/>)

*WIDA Screener Online Test Administration Manual*  
Log in to the WIDA Screener Online Training Course.

## *WIDA Assessment Management System (AMS) User Guide*

Log in to the WIDA Screener [Online Training Course](#).

The WIDA Screener Online Test Administration Manual and the WIDA AMS User Guide are both available at the WIDA Screener Online Training Course. District staff log in using a WIDA username and password. Those who do not have a WIDA username and password, should contact the District Assessment Coordinator (DAC). DACs who do not yet have districtwide WIDA access to generate WIDA usernames and passwords should contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us). New DACs will need to ensure that the district site verification coordinator has updated the DAC contact information for the district at the Minnesota Department of Education's [organization page](#).

## **WIDA Online Screener**

### **Organization of students**

All students taking the Online Screener should be clustered in the following grades: 1, 2–3, 4–5, 6–8, and 9–12. Within each grade cluster, students participate in one of two tiers based upon their performance on the entry task in the listening and reading test. Students are automatically assigned by the computer into Tier A or Tier B/C. Keep in mind that test administrators will need to have the appropriate test booklets available for each tier before administering the screener.

### **Required Materials**

#### *Accounts for the WIDA Screener*

You will need two different logins. The first is a specific DRC login that is different from your WIDA user account login. This will allow you to login to the WIDA Assessment Management System (AMS). Once you have logged into WIDA AMS, you will need a WIDA Screener login. Use an existing WIDA username and password or contact your District Assessment Coordinator if you do not yet have access to the secure WIDA site.

#### *Important Note RE. Speaking and Writing Scoring Permissions (Certification in AMS)*

These permissions must be turned on in the WIDA Assessment Management System (AMS) prior to test administration so that the test administrator can retrieve the responses.

Prior to administering the WIDA Online Screener you will need to work with your District Assessment Coordinator (DAC) to ensure that you have speaking and writing permission in AMS. Under the “edit users” function in AMS, speaking and/or writing permission can be given.

Staff who did not participate in ACCESS for ELLs 2.0 will need to be added to WIDA AMS and provided permissions for the WIDA Screener. Each test administrator must have his or her own unique WIDA AMS login for the WIDA Screener. You may review the WIDA Assessment Management System (AMS) [User Guide](#) for Screener for additional information.

If you do not have access to WIDA's secure site or AMS, please contact your District Assessment Coordinator.

### *Lost Password*

If you have lost your WIDA password, you can look it up by typing your email address into the WIDA Password lookup form. This system will generate an email that contains your username and password. (If you do not receive the email containing your username and password, please check your spam and bulk mail folders.) If the system does not work, please email [WIDA Client Services](#) with your first name, last name, district name, school email address, and phone number. WIDA will contact you to remind you of your login information within one business day.



## **Username or Password Reset for Individual Accounts**

If you have an individual account you can have a link to reset your username or password sent to your email account.

### **Forgot Your Username or Password?**

Enter your email address to receive your password reset link.

Email Address:

### **Screener required materials**

1. PDF of the Online Test Administration Manual.

This is located on the secure WIDA website. This manual provides important information for Test Administrators who will administer WIDA Screener Online. It includes instructions on how to schedule test sessions and print the paper-based test materials. This manual also contains instructions on how to administer all four domains of the WIDA Screener Online (which includes the paper-based Writing test for Grades 1–3).

2. Test Administrator's Script.

This is located on the secure WIDA website. Three different scripts must be downloaded: Grades 1-12, Writing Grade 1 and Writing Grades 2-3.

3. WIDA Assessment Management System User Guide.

This is located on the secure WIDA website. This user guide discusses the WIDA Assessment Management System (WIDA AMS), which is the interface to the administrative functions of the DRC INSIGHT Online Learning System (INSIGHT secure browser). WIDA AMS is used by educators with the following roles: Test Coordinator, Technology Coordinator, and Test Administrator. This guide covers the portions of WIDA AMS that these users must be familiar with in order to perform administrative functions for testing with DRC INSIGHT.

WIDA Assessment Management System (AMS) [User Guide](#) .

Login site for WIDA [Assessment Management System \(AMS\)](#) .

4. Student Test Tickets (print one test ticket for all four domains) and Student Test Roster

Each student will login using the username and password provided on the student's test ticket.

5. Writing Test Booklets (Grades 1–3 only)

These are located on the secure WIDA website. Four different writing test notebooks must be downloaded: Writing Grade 1 Tier A, Writing Grade 1 Tier B/C, Writing Grades 2-3 Tier A, and Writing Grades 2-3 Tier B/C.

6. A desktop or laptop computer, tablet or Chromebook will be needed for each student. DRC INSIGHT will need to be installed on the device prior to testing. Note for Chromebook users: If Chromebooks have been unused for a period time (as is common in the summer months), when they are used to administer a Screener assessment, sometimes they automatically update in the background, which interferes with the Speaking recording capture. Changing the Google Admin Policy to “stop auto updates” does not resolve the problem. DRC will include this information in all trainings and guides. Please update Chromebooks confirm prior to testing.
7. Headphones or headsets for each student (except while administering the soundless Reading test, and the paper-based Writing test (Grades 1–3); do not use speakers to administer the test. The headsets used during the Speaking test must include a functioning microphone to allow students to record their responses. A headphone splitter may be used by test administrators who wish to hear what the student hears during test administration.

All of the required materials will need to be supplied by the district for each student - district assessment coordinators and technology coordinators will be involved throughout the process. Note that a Quick Reference Guides (for PC and Mac users) for installing TSM and the DRC INSIGHT secure browser (the same process used with ACCESS 2.0) is available at on the [WIDA website](#).

## **Handwritten Responses for Writing Test in Grades 4-12**

Students in grades 4–12 who are inexperienced, unfamiliar or uncomfortable with keyboarding may write their responses in a writing response booklet. The writing prompts are presented to students online. The test administrator will type “the student has completed the test on paper” in WIDA AMS.

## **Training**

There are two distinct streams of training. The first is training for all staff that are involved with the delivery of the WIDA screener. This training, presented by WIDA in an online webinar, allows enrollment staff and others to become familiar with the test. See below for the location of the online webinar.

Additionally, there is specific training for the actual score raters and administrators of the test. WIDA has provided four training modules: speaking scores, writing scores, score entry into the AMS, and score reports generation which need to be completed for all administrators of the WIDA Screener. See below for location of the online training course.

For staff who will score all grade levels, it is recommended that instead of doing all the practices sessions, they select specific grade levels and practice with those (1 grade cluster at each grade span across elementary, middle and high school). At the end of the course it should be clear if more practice is needed. It will likely take at least three hours to do the module and some of the practice sessions.

The training courses include information about:

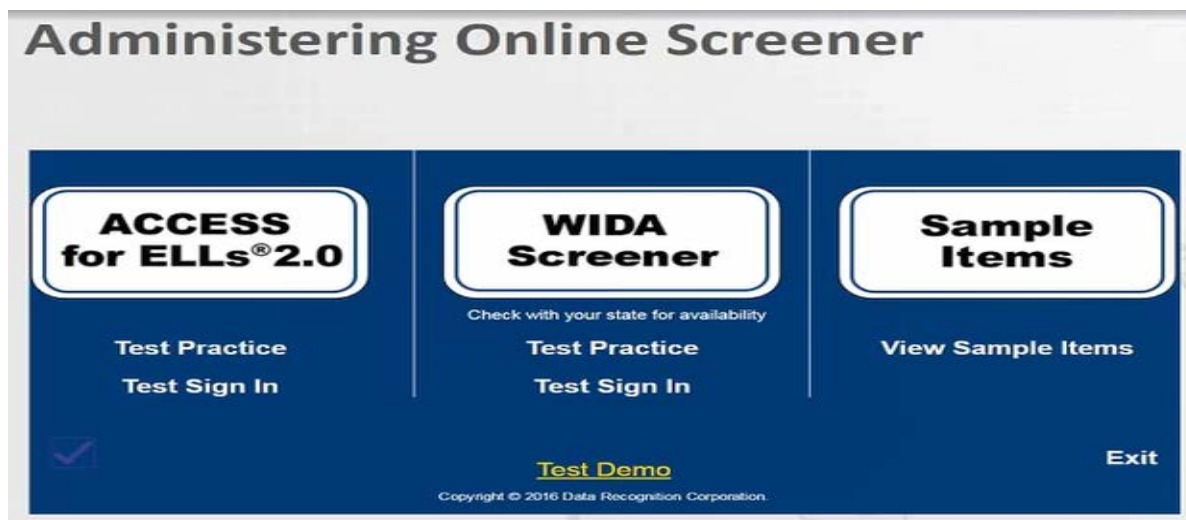
- Logistics and Administration
- Overview of the Listening and Reading Tests
- Training on how to score the Speaking Test
- Training on how to score the Writing Test
- Accessibility and Accommodations
- Materials and Resources

The screenshot shows the WIDA Screener Online website. At the top, there is a navigation bar with links: ABOUT US, STANDARDS & INSTRUCTION, ASSESSMENT, PROFESSIONAL LEARNING, RESEARCH, CONFERENCE, and CONSORTIUM. Below this, the main heading is "WIDA Screener Online". A message states: "WIDA Screener Online is only available to WIDA Consortium members at this time. If you are a WIDA consortium member, please contact your SEA for policies regarding the administration of WIDA Screener." Below this message is a sub-navigation bar with links: About, Preparation & Training, Materials & Resources, Technology, and Scores & Reports. The main content area describes the WIDA Screener as an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1–12. It also mentions that the page contains information specific to the WIDA Screener Online and refers to the "About tab of the WIDA Screener Paper page." At the bottom, it states that the WIDA Screener Online is divided into five grade-level clusters: 1, 2-3, 4-5, 6-8, and 9-12. On the right side of the screenshot, there are four red callout boxes with arrows pointing to specific elements: "Enter the Online training course here" points to the "WIDA Screener Online Training Course" button; "Connects to the DRC for delivery" points to the "About" link in the sub-navigation bar; "Online Webinar for additional information" points to the "WIDA Screener Online Webinar" button; and another arrow points from the "WIDA Assessment Management System (WIDA AMS)" button to the "Online Webinar for additional information" box.

Four training videos are available on the below topics. *You can find them in the WIDA Online Screener Training Course.*

- Launching Online Screener in the Secure INSIGHT Browser
- Administering Screener in the Secure INSIGHT Browser
- Screener Scoring in WIDA AMS (provides step-by-step instructions for assigning permissions to score for certified scorers)
- Accessing Score Reports for Students

Screenshot of WIDA Screener button in WIDA AMS:



## Scoring Permissions

**View/Edit Educator Scoring Certifications**

Please select the content areas that the user is certified to score.

[Instructions](#)

Certified Content Areas	
Certified	Content Area
<input checked="" type="checkbox"/>	Speaking
<input checked="" type="checkbox"/>	Writing

2 Item(s) Displayed

**Submit** **Cancel**

# Administering WIDA Screener Online

The following tests have been scheduled for **Training Student!**

Once instructed, click on the test link below to start the test.  
If no additional tests are available, please select **Exit** to close the application.

- **Listening (Complete)**
- **Reading (Complete)**
- **Speaking (Complete)**
- [Writing Tier A Click Here](#)



Exit

## WIDA Screener Online Scoring

### Screener Scoring

Screener Scoring will allow the user to score student writing and speaking responses.

#### Instructions

\* Indicates required fields

Administration	District	School
Screener - Wisconsin *	DRC Use Only - Sample District *	(All) *
Domain	Assessment	Session
Screener *	Screener Gr 6-8 *	

Show Sessions

Session Detail							
District	School	Session Name	Assessment	Status	Begin Date	End Date	Action
DRC Use Only - Sample District WI	DRC Use Only - E2S Sample School	DRC SAMPLE	Screener Gr 6-8	In Progress	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - INSIGHT Sample School	CAL Grades 6-8	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Dan IAT	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Gr6 IAT 1.1	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Gr6 IAT 1.2	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Gr6 IAT 1.3	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Gr6 IAT 1.4	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Gr6 IAT 1.5	Screener Gr 6-8	Completed	7/21/2016	6/30/2017	
DRC Use Only - Sample District WI	DRC Use Only - Sample School	Gr6 IAT 1.6	Screener Gr 6-8	Not Started	7/21/2016	6/30/2017	

Page 1 of 1 (25 items) < Prev 1 Next >



# WIDA Screener Online Score Reports

DRC INSIGHT
WIDA Assessment Management System

All Applications
Report Delivery
On-Demand Reports
Online Testing Statistics
Status Reports
Test Results

## On-Demand Reports

On-Demand Reports allows the user to search for Student Reports. The user can open or save the pdf reports.

[Instructions](#)

\* Indicates required fields

Administration Screener - Wisconsin *	District DRC Use Only - Sample D *	School DRC Use Only - Sample S *
Report Score Report *	Language English *	Grade 05
Last Name <input type="text"/>	First Name <input type="text"/>	
State Student ID <input type="text"/>	Session <input type="text"/>	

# WIDA Screener Score Report



## WIDA Screener - Online Score Report

Test Date: 09/21/2016

Test Administrator/Scorer:

### Student Information

First Name: Hermione  
Birthdate: 09/19/1979  
State ID:

Last Name: Granger  
Current Grade: 05  
School: DRC Use Only - Sample School  
State: WI

District: DRC Use Only - Sample District WI  
Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

Language Domain Scores	Proficiency Level
Listening	5.0
Speaking	6.0
Reading	6.0
Writing	6.0
Composite Scores	Proficiency Level
Oral Language	5.5
Literacy	6.0
Overall*	5.5

\*Overall Score is calculated only when all four domains have been assessed. NA: Not available

10/04/2016

# Organization of Online Screener

The WIDA Screener Online is administered in the following order: Listening, Reading, Speaking and Writing. Please see the figure below to see the order and number of items in each section.

## Listening and Reading Test

The listening and reading test consists of multiple-choice questions that are organized in thematic folders. The entry folder contains the first listening and reading items and determines if the students will continue complete tier A or tier B/C for the listening and reading domains.

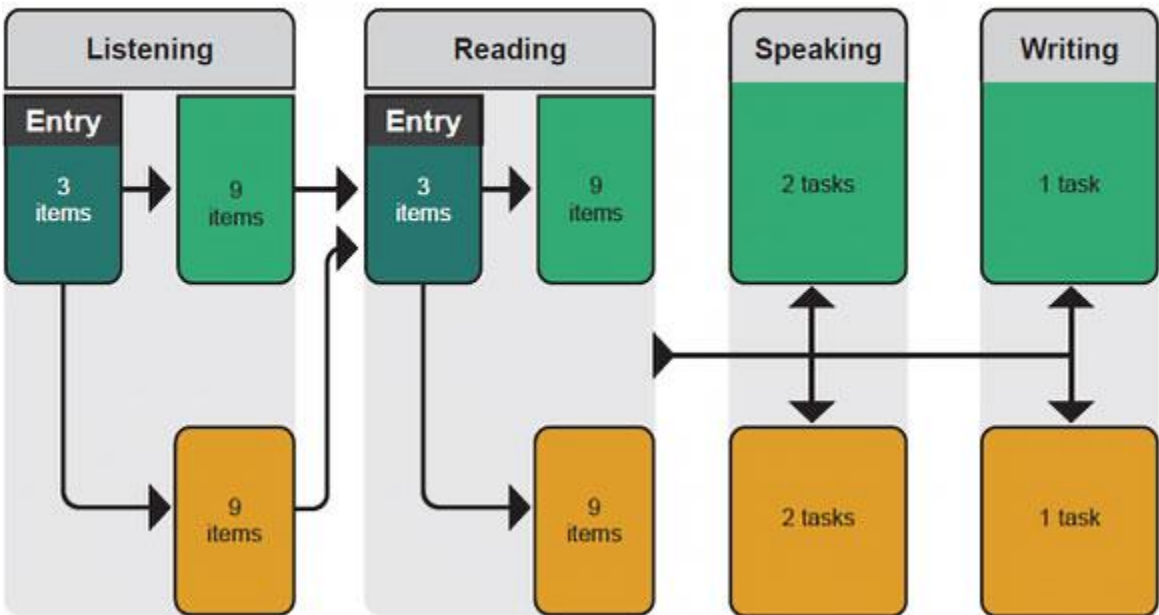
## Speaking and Writing test

The speaking and writing test consists of performance tasks which are both captured by the testing platform. During the speaking part of the test, the student provides responses via a microphone and the responses are captured on the test platform. Students in grades 1-3 will handwrite their responses on paper.

Older students are expected to keyboard their responses directly on the computer. However, students who are not comfortable with the keyboard may handwrite their responses.

The Writing assessment for students in grades 1–3 is delivered in a paper/pencil format; the Writing test for these grade clusters cannot be combined with other grade clusters. Administration of the Grades 1–3 Writing test must be separated by grade cluster and tier. That is, Grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, and Grades 2–3 Tier B/C must all be administered separately. Please note that you will know in which tiers to place students by viewing the student’s screen after the student has finished the other three domain tests.

WIDA Screener Online



## Technology Requirements

The WIDA Screener Online is entirely computer delivered (with the exception of the grades 1–3 writing test). It uses the same technology platform as ACCESS for ELLs 2.0.

- Student data is managed using the WIDA Assessment Management System (WIDA AMS). This includes generating test tickets pre-test and scoring the test post-administration.
- Each student workstation used in testing must be configured to use a Testing Site Manager (TSM). This will store student responses so they can be retrieved and scored later.
- Each testing site will need a Testing Site Manager (TSM) installed on a server or computer. The TSM will send and receive test content and responses between the student workstation and DRC's servers. Computers already configured with TSM for ACCESS 2.0 will work for Online Screener administration.

Additional details about technical specifications are available at the following links:

WIDA ACCESS for ELLs 2.0 webpage (<https://www.wida.us/assessment/ACCESS20.aspx#tech>)

WIDA Screener Online webpage (<https://www.wida.us/assessment/Screener/screener-online.aspx>)

## Administration of the test

1. Unlike ACCESS 2.0, WIDA Screener is designed so that each student is assigned to one test session. A single test ticket is used for all four domains.
2. The day of testing, use WIDA AMS to print out student test tickets and verify again that INSIGHT and headsets for each testing device are working correctly. Make sure you have all necessary printed materials, such as the test tickets, Test Administrator's Script and Writing Test Booklets for students who are handwriting the Writing test.

## Scoring the WIDA Screener

The listening and reading tests are scored automatically. The district must provide a certified rater to score the speaking and writing tests. The district assessment coordinator will need to assign scoring permissions in WIDA AMS before a certified scorer (may also be the Test Administrator) can score the speaking and writing domains. Speaking and keyboarded writing responses are electronically recorded in WIDA AMS. The speaker rater will retrieve the student results from the AMS system and score each answer directly into the AMS. WIDA recommends that the writing domain is scored first and then the speaking domain. Since both scores are entered into the computer to get overall composite scores, WIDA recommends that the writing domain is scored first and then the speaking domain. At the time of publication, it may take up to two hours for the student writing and speaking responses to download so that they can be retrieved for local scoring.

RoboHelp is a feature in WIDA AMS that has Writing and Speaking resources. Click on the question mark icon to enter RoboHelp. Resources provided include: the scoring scales for Writing and Speaking; the writing and speaking tasks. For writing there are anchor responses at each proficiency level so you can compare what your student wrote to the anchor response. For speaking, you can hear Nina's model response.

It is recommended that after administering Online Screener, staff determine which students (if any) handwrite their responses. Go through the Writing Test Booklets and enter the handwriting scores first, then enter the

keyboarded Scores next. Store the Writing Test Booklets in a secure location such as the student EL file or cumulative folder for future reference.

All domains – listening, reading, writing and speaking must have been completed and scored or the overall score cannot be calculated. The WIDA Screener is a secure test so it is important to maintain the confidentiality of all testing materials. Secure all testing materials when not in use and do not leave materials unattended before or after testing. It is also important to secure the consumable materials – as the writing test booklet contains testing prompts. Consumable materials should be destroyed following the recording of student test scores or filed in a secure file such as the student’s cumulative file. Consult your District Test Coordinator (DAC) with questions about the secure storage of test materials.

The WIDA Screener Online is scored automatically and locally based on domain. The listening and reading tests are scored automatically within the test system. Speaking and writing responses are scored locally by a certified scorer who has successfully completed the speaking and writing scoring modules in the WIDA Screener Online Training Course and has passed the corresponding quizzes.

The grades 1-3 Writing Test Booklets and grades 4-12 hand written responses should be treated and stored as secure test material. When it is time to score these responses in WIDA AMS, the TA or the individual scoring the writing test will need to have the student’s response available to view. Access to score speaking and online writing responses is made available through WIDA Assessment Management System (AMS). For more information on scoring, please review the module on Screener Scoring. If you have questions regarding WIDA AMS or INSIGHT, please contact DRC Customer Support at 855-787-9615 (WIDA@datarecognitioncorp.com).

## Score Reports

All student score reports can be viewed and downloaded from WIDA AMS. As mentioned above, all score raters must enter student scores directly into the WIDA AMS system. The four domains scores will be reported only as integer scores. Unlike ACCESS 2.0, no *s* will be used. Therefore, all of the domains—reading, writing, listening and speaking will only be reported as 1, 2, 3, 4, 5, and 6. An example of a screener score report for reading is a 4.0; an ACCESS 2.0 score could be reported as 4.3 for example.

Similar to the ACCESS 2.0 assessment, there are three composite scores that are reported to the district.

- Overall (based on student performance in all four domains).
- Oral (based on student performance in Speaking and Listening).
- Literacy (based on student performance in Reading and Writing).

However, the composite scores are not reported with as much depth as the ACCESS 2.0 scores. Instead, all composite scores will be reported as integers and also with .5 interval scores (for example, scores of 1, 1.5, 2, 2.5, etc.). An overall composite score could be 4.5; an ACCESS 2.0 score might be more specific, such as 4.7. Unlike ACCESS 2.0, domain scores and composite scores are available only as proficiency scores – scale scores are not reported.

Screeners scores are used to determine whether or not a student is eligible for ELD instruction in an LIEP. The key recommended use of the WIDA Screener is to help you make eligibility decisions. The WIDA Screener test takes less time to administer (than ACCESS 2.0) and the scores are not as specific as the ACCESS 2.0 score results.

This test was developed to provide a “yes” or “no” answer to the question “does the child need English language development (ELD) classes.” If the child is not proficient based upon Minnesota’s proficiency guidelines, and needs to be enrolled in the district’s LIEP, the student should be marked as “EL = Yes” in MARSS and scheduled for ELD classes in an LIEP. If the child is proficient based upon Minnesota’s proficiency guidelines, the student should be entered as “EL = No” in MARSS and will not be eligible for ELD instruction.

Districts may keep the score reports in each student’s cumulative folder and share the results with parents in the parent notification letter, at parent-teacher conferences, and during parent meetings. Please do not send score reports to the Minnesota Department of Education or WIDA.

### **Summary of Key Characteristics of the WIDA Screener Online**

- Same WIDA AMS technical platform as ACCESS 2.0.
- Student/User Management is the same as ACCESS 2.0.
- Single ticket administration for all 4 domains is different than ACCESS 2.0.
- Need to locally print test materials (TA script and Writing Test Booklets for Grades 1-3).
- Grades 4-12 are all online, while grades 1-3 have a paper writing test.
- Local scoring of Speaking and Writing responses is a major difference from ACCESS 2.0.
- Score reports are generated in WIDA AMS for local download and/or printing (black and white is the only option so as to make it easier to distinguish from ACCESS 2.0 score report).

### **Resources – where do I learn more?**

- WIDA Screener Training Course
- Online Test Administrator Manual (OTAM)
- AMS User Guide
- Four training videos

The OTAM, AMS User Guide and videos mentioned above are all available in the WIDA Screener Training Course. A WIDA username and password are required – see your district test administrator for access.

## **WIDA Screener Paper: Grades 1-12**

### **Organization of students**

All students taking the Paper Screener should be clustered in the following grades: 1, 2-3, 4-5, 6-8, and 9-12. Within each grade cluster, students will participate in one of two tiers based upon their answer to the entry task which has a speaking and writing component. An evaluation of student performance on the entry task will determine if the student will continue on Path A or be routed to Path B (for newcomers and beginners). The majority of students will continue to Path A. Administering the entry task usually takes about 2-5 minutes.

## Required Materials

From the training course, the district can download the following items:

- Screener Paper Test Administration Manual
- Test Administrator's Scripts
- Student Response Booklets

From the WIDA store, the district can purchase the following materials:

- Test Booklets A and B.
- Student Response Booklets.
- Speaking and Listening test audio, available on USB drive or CD.
- Test Administrator's Scripts (for users who require/prefer professional printing).
- Recording Script for students with a disability who have documented need for an in-person human reader.

## Training

Training for the WIDA Screener is available from the secure WIDA website. If you are certified to give the ACCESS for ELLs Paper Speaking Test, you do not need to take the WIDA Screener Speaking quizzes. At the end of the Speaking Scoring and Writing Scoring training modules you will need to complete the appropriate quizzes to become certified for the grade cluster(s) you will administer. You will need to pass each quiz with an 80% or higher and quizzes may be retaken as needed. Upon completion of these quizzes, you will receive the following certifications:\*

Quiz	Name of Certification
Speaking Grade 1-5 Quiz*	WIDA Screener, Speaking Test, Grades 1-5
Speaking Grade 6-12 Quiz*	WIDA Screener, Speaking Test, Grades 6-12
Writing Grades 1-5 Quiz	WIDA Screener, Writing Test, Grades 1-5
Writing Grades 6-12 Quiz	WIDA Screener, Writing Test, Grades 6-12

\*If you are certified to give the ACCESS 2.0 Paper Speaking Test, you do not need to take the WIDA Screener Speaking quizzes. ACCESS 2.0 test administrators should be certified annually for the Speaking Test with local

training opportunities to enhance inter-rater reliability.

**WIDA Screener Paper**

WIDA Screener Paper is only available to WIDA Consortium members at this time.  
If you are a WIDA consortium member, please contact your SEA for policies regarding the administration of WIDA Screener in your state.

About Preparation & Training Materials & Resources Scores & Reports

WIDA provides detailed directions and training to support the administration and scoring of WIDA Screener Paper. When reviewing these preparation resources, please keep in mind your role in administering and/or scoring the test.

**Accessing the Training Course**

The [WIDA Screener Paper training course](#) is available through the WIDA secure portal. Only educators with a WIDA account may be assigned the WIDA Screener Paper training course.

To access the WIDA Screener Paper training course:

1. Log in to the WIDA website.
2. Go to **MY ACCOUNT & SECURE PORTAL**
3. Under the **Screener Test Materials & Training** heading, click on the WIDA Screener Paper training course.

Screener Paper SCORE CALCULATOR

WIDA Screener Training Course

Purchase WIDA Screener Materials

**WIDA Screener Paper Training Course**

**Link to WIDA store for purchase of materials**

Included in the training are the following items:

- The Test Administration Manual for the WIDA Screener Paper (Materials and Resources Tab).
- Training on how to score the Speaking Test.
- Training on how to score the Writing Test.
- Directions for scoring the Listening and Reading Tests.
- Information about Accessibility and Accommodations.
- The Test Administrator’s Scripts (Materials and Resources tab).
- Student Response Booklets (Materials and Resources tab).

## Organization of WIDA Screener Paper

Each student will begin the screener by taking an Entry Task similar to the online version. This entry task has a speaking and writing component. Based upon the results, the rater will assign the student to either Path A or Path B.

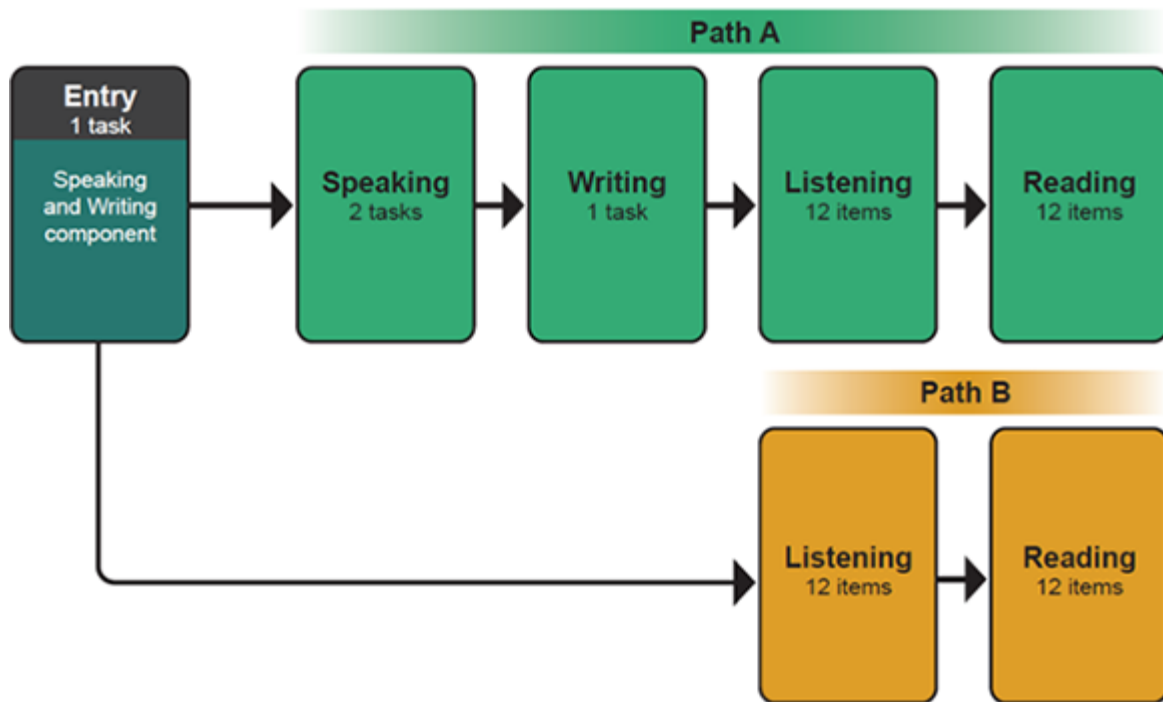
<b>Path A</b>	The majority of students will complete Path A, which contains tests of Speaking, Writing, Listening, and Reading.
<b>Path B</b>	Path B addresses the needs of students at the beginning stages of English language development by providing an opportunity to respond to a limited number of Listening and Reading tasks appropriate to what they may be able to do.

As you can see from the flowchart below, the Path A is different than Path B.

## WIDA Screener Paper

*Individually administered*

*Individually or Group administered*



### Administration

The Entry Task and Speaking test are administered individually and scored by the Test Administrator during administration. The Writing, Listening, and Reading tests may be administered individually or as a group, and are scored after administration. Note: For Grades 1 and 2–3, WIDA recommends individual administration of Screener for all domains.

During the test, the Test Administrator evaluates the student's Entry Task and places the student in Path A or Path B. Also during the speaking part of the test, the certified Test Administrator will score it.

Login to the secure [WIDA portal](#) to view the WIDA Screener Training Course.

If you do not have a WIDA username and password, please contact your District Assessment Coordinator (DAC).

Additional details about the [WIDA Screener Paper](#) can be found in the WIDA Paper Training Course.



## Scoring

Post-administration, local certified raters score the Writing Test. Use the Answer key in the administration manual to score the listening and reading tests. Then, enter the student's grade and Path A or Path B into the WIDA Screener Score Calculator. Enter the number of correct items on the Listening and Reading tests as well as the scores for Writing and Speaking. The calculator will then convert the raw scores into proficiency levels (scale score are not provided).

## Score Reports

Similar to the Online test, students who complete all four domains of WIDA Screener Paper will receive Proficiency Level scores in each of the four domains (Speaking, Listening, Reading, Writing) and three composite scores. The three composite scores are:

- Overall (based on student performance in all four domains).
- Oral (based on student performance in Speaking and Listening).
- Literacy (based on student performance in Reading and Writing).

The individual domain Proficiency Level scores are reported as integer scores, so no decimals will be reported. The composite scores will be reported as integers and also with .5 interval scores (for example, scores of 1, 1.5, 2, 2.5, etc.). Scale scores are not reported.

## WIDA Screener Proficiency Criteria

For grades 1-12, students with (1) an overall composite score of 4.5 or higher and (2) no single domain score below a 4.0 the student is considered to be proficient in English and not eligible for EL status. If a student scores a 4.5 on the overall composite or one of the domain scores is below a 4.0, then the student is an eligible English learner and be enrolled in ELD instruction in the district.

Figure 7 – Proficiency criteria for the WIDA Screener

<b>WIDA Screener Grades 1-12: <i>Online and Paper</i></b>
<b>The student is identified as an English Learner <i>if either of the statements below are true:</i></b>  1. Overall composite is <b>below</b> 4.5.  2. Any domain score is below 4.0.
<i>The score indicates that the student is <b>NOT</b> an English Learner if both criteria below are true:</i>  1. Overall composite score is 4.5 or higher  2. <b>Each</b> domain score is 4.0 or higher

### Frequently Asked Questions – WIDA Screener

1. What is the WIDA Screener?

This assessment tool, known as the "WIDA Screener," is used by educators to determine EL eligibility and measure the English language proficiency of newly enrolled students who are potential English learners.

The WIDA Screener has both paper and online versions and provides a preliminary measure of a student’s English language proficiency. The assessment helps educators make decisions and identify whether a student is a candidate for ELD instruction.

2. Who should take the WIDA Screener?

The WIDA Screener should be given to any new student enrolling in grades 1-12 whose parent or guardian indicates that the student uses a language other than English on the Minnesota Language Survey (MNLS). Students enrolling in Kindergarten who had a language other than English on the MN Language Survey (MLS) should use the Kindergarten W-APT or the Kindergarten MODEL.

3. Can districts still use the W-APT in grades 1-12?

WIDA will no longer support the W-APT for grades 1-12 and is removing all W-APT for grades 1-12 materials from its web resources and will no longer support the W-APT in grades 1-12. The W-APT is not consistent with the ACCESS 2.0 score changes or the Minnesota EL proficiency definition. The proficiency levels for the W-APT were set using the 2006 ACCESS as a guide. ELP level determinations made using the W-APT would result in an increased number of students being identified as English proficient than would otherwise be identified for EL status and English language development instruction if using the WIDA Screener with the new WIDA Screener proficiency definition for Minnesota – an overall composite of 4.5 with no domain under 4.0.

4. If a student completed the W-APT prior to the 2017-18 school year, does the student also need to take the WIDA Screener?

No, the W-APT score will suffice. That said, districts may make the decision locally to only use the WIDA Screener prior to the phasing-out of the W-APT. We encourage districts to fully transition to the WIDA Screener as soon as possible before the W-APT is discontinued for grades 1-12. Keep in mind that teachers should be aware that placement decisions made using the W-APT (in grades 1-12) may need some adjustment, and as mentioned above in item #3, use of the W-APT may result in an increased number of incidents of false negative designations, in which students may later need to be reconsidered for EL eligibility. Please see Special Cases (pages 53 – 54) for more information about misidentification.

5. Can the WIDA Screener be used in place of the ACCESS 2.0 test?

No, the Screener cannot be used as a substitute for ACCESS 2.0. The ACCESS 2.0 is used to satisfy legal requirements for annual assessment, accountability and student growth.

6. Could the Screener be used for the purpose of exiting a student from the English Language Development program?

No, it may not be administered for the purpose of exiting a student from the EL program.

7. Can the WIDA Screener be used for progress monitoring?

No. The WIDA Screener cannot be used for progress monitoring. However, the WIDA MODEL Kit is designed to be used for progress monitoring.

8. Who can administer the Screener?

Each district determines who may administer the WIDA Screener. However, each school or district must have a certified rater for both the speaking and writing portions of the test. Additionally, it is strongly recommended that districts develop and provide training for licensed and non-licensed test administrators, based on available webinars and training materials in the WIDA Screener Training Courses.

9. How do test administrators obtain WIDA and DRC AMS usernames and passwords?

Contact your District Assessment Coordinator.

10. How does our District Assessment Coordinator (DAC) obtain a districtwide WIDA account?

A DAC can request a “districtwide account” used to generate WIDA usernames and passwords for authorized staff by contacting [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us). MDE testing staff will need to verify that the individual is currently listed as the DAC for that district at the [MDE.org](http://MDE.org) site.

If you do not have access to WIDA AMS, please contact your District Assessment Coordinator, or DRC Customer Service: [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com), 855-787-9615.

11. Will the screener be administered at the school or at a placement center?

Each district determines where the test will be administered. Districts should ensure that assessments take place in an appropriate testing environment and that all testing materials be kept secure but readily accessible to test administrators. If the screener is administered at a student placement center, for the required “school” field in the DRC Assessment Management System (AMS), you should select “Special Situations.”

12. What materials need to be printed out prior to administering the Online Screener?

- TA scripts
- Grades 1-3 writing booklets for each tier for each student

13. Can the test be paused and resumed later in a different location in the future?

Yes, staff will just need to pull up the test session in WIDA AMS using the student’s name or local ID number that was used to start the session.

14. How long will it take to administer the WIDA Online Screener Test?

The average, approximate test administration times listed below do not include the time it takes to convene students, take attendance, or explain test directions as needed. The screener test typically takes about one hour though it may take slightly longer for newcomers or younger students. On average it will take around 65 - 70 minutes.

- Listening - Estimated time = 15 minutes
- Reading - Estimated time = 15 minutes
- Speaking - Estimated time = 15 minutes
- Writing - Estimated time = 20-25 minutes

Of course, the times listed here are estimates and times will vary based on how many students are being tested at one time, the backgrounds (age, ELP levels, etc.) of the students tested. Test Administrators may use their professional judgement to determine if additional time is needed.

15. Does the test administer need to determine the test tier for each students?

For the Online Screener, the testing system will automatically assign tiers (A or B/C). Student performance on the listening and reading domains determines the tier for the speaking and writing domains.

For the Paper Screener, the test begins with an individually-administered Entry Task that includes a speaking and writing component. Based on the student’s performance on the Entry Task, the student will be assigned to Path A or Path B. The majority of students will complete Path A, which includes all four domains. Path B addresses the needs of students at the beginning stages of English language development by providing an opportunity to respond to a limited number of Listening and Reading tasks appropriate for beginning English learners.

16. How can I access the following documents?

WIDA Screener Online Test Administration Manual?

WIDA Screener Paper-Based Test Administration Manual?

WIDA Assessment Management System (AMS) User Guide?

All three of these testing documents are available at the WIDA Screener Training Course (Online or Paper) by logging in using your WIDA username and password. If you do not have a WIDA username and password, please contact your District Assessment Coordinator (DAC). DACs who do not yet have districtwide WIDA access to generate WIDA usernames and passwords should contact [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us). New DACs will need to also ensure that the district site verification coordinator has updated the DAC contact information for your district on the [MDE.ORG page](#).

17. Can the WIDA Screener be administered in groups?

The Listening, Reading, and Speaking components can have students grouped together. The students may also be grouped across grade levels.

The Writing domain for students in Grades 1–3 is delivered in a paper/pencil format, so the Writing test for these grade clusters cannot be combined with other grade clusters. Administration of the Grades 1–3 Writing test must be separated by grade cluster and tier. That is, Grade 1 Tier A, Grade 1 Tier B/C, Grades 2–3 Tier A, and Grades 2–3 Tier B/C must all be administered separately. Please note that you will know in which tiers to place students by viewing the student’s screen after the student has finished the other three domain tests. Use this information to provide the students with the correct writing test booklet, which is available on the Screener Online Training Course. Please ensure sufficient test booklets for each tier are printed prior to testing so that they can be distributed to students during the test session.

The test administrator (TA) will click to open the test and to confirm that the student has the appropriate writing test booklet (Tier A or Tier B/C). Finally, click “next” to return to the test selection page. Click “exit” to end the online component of the test. The TA will then begin the paper writing test using the appropriate scripting.

Students in grades 4-12 will keyboard their responses. If a student expresses discomfort, concern or anxiety about keyboarding, the student may handwrite the response on a blank sheet of paper that clearly lists the student’s name, grade and student ID number used in the AMS system. After the student finishes writing a response, enter “student wrote on paper” in the textbox. Be sure you or the student click “next” until the online test session is fully complete. The Test Administrator will finalize the test by clicking on the “submit” button.

18. Is off grade-cluster testing permitted?

Yes, new students can be screened one grade-cluster below their current grade level. For example, WIDA and MDE recommend that a new 4th grader be screened using the grade-cluster 2-3.

19. What are the technical requirements to administer the WIDA Screener?

The WIDA Screener Online is entirely computer delivered (with the exception of the grades 1-3 writing test). It uses the same technology platform as ACCESS for ELLs 2.0.

Student data is managed using the WIDA Assessment Management System (WIDA AMS). This includes generating test tickets pre-test and scoring the test post-administration.

Each student workstation used in testing must be configured to use a Testing Site Manager (TSM). This will store student responses so they can be retrieved and scored later.

Each testing site will need a Testing Site Manager (TSM) installed on a server or computer. The TSM will send and receive test content and responses between the student workstation and DRC's servers.

The technology requirements for the administration and scoring of WIDA Screener Online are the same as those for ACCESS 2.0. More details are available at:

WIDA ACCESS for ELLs 2.0 webpage (<https://www.wida.us/assessment/ACCESS20.aspx#tech>)

WIDA Screener Online webpage (<https://www.wida.us/assessment/Screener/screener-online.aspx>)

### Required Fields in the WIDA Assessment Management System (AMS)

20. We screen students at our Student Welcome Center and won't always know the school the child will attend at the time of the screening. What should we enter in the "School" field in the WIDA Assessment Management System (AMS)?

There is an option called "Special Situations" that is listed in your district that can be used for this purpose.

21. The WIDA Assessment Management System (AMS) has a field asking for State ID - does this have to be the MARSS number?

No, the student identifier that you give to the student can be anything that meets your needs at the local level. You may want to use a district-level student ID number if that's available at the time of the WIDA Online Screener test administration. A temporary student ID number may also be used. The number must include at least four digits and may include letters.

### Student Questions

22. Can we allow students to take a break during the test? If so, can we pause the test?

Yes, there is a pause button. When the button is clicked it will display a timer that counts down from 30 minutes and allows the option to exit the test or resume the test. After 20 minutes it will automatically log the student out of the test. When the student logs back in the test will pick up where the student left off.

23. Can newcomers and others with very little or no prior experience with English (and little experience using computers) attempt the WIDA Screener?

Yes, all potential ELs can take the WIDA Screener though the Paper Screener may be more appropriate for newcomers with little experience using computers. Both tests have entry tasks that help place beginners with little English experience in an appropriate tier. The newcomer track (Path B) of the paper test may be more appropriate for some newcomers and students with limited or interrupted education. Keep in mind that the highest overall composite score a student can reach on Path B of the paper screener is a 1.5. This is because the entry task does not include enough writing and speaking items to mathematically get to a higher composite (even with higher domain scores in speaking and writing). The other factor is that getting 12 correct in Path B for listening or reading results in a domain proficiency score of 4, while the same score in Path A of the paper screener would result in a domain proficiency level of 6.

A student with a 1.5 overall composite score (on Path B paper) may take the Path A (paper) speaking and writing tests. Staff can use the listening and reading domain scores from path B and then enter all four scores into the Path A score calculator (note that the listening and reading domain proficiency scores are capped at 4).

A more robust option to verify the proficiency level of a newcomer who reaches the 1.5 overall composite “cap” is to have the student complete the Path A test (except for the Entry Task, which has already been completed). This will provide staff with the best initial proficiency level. Keep in mind that feedback from a qualified EL teacher about performance in each domain following a month of daily instruction and observation can provide additional information to confirm or challenge the initial placement decision. Please refer to local protocols and policies for more details.

24. For newcomers who have little or no experience with English, can they exit a specific language domain test early?

Yes, there is an End Incomplete Domain permission in WIDA AMS. Staff with districtwide WIDA permissions (typically the DAC) will manage these permissions. This functionality will work the same as it does for ACCESS 2.0.

25. Submitting an Incomplete Domain for the WIDA Online Screener

In order to begin the Speaking and Writing domains on the WIDA Online Screener, a student must first complete the Listening and Reading domains. However, there may be an instance in which a student is unable to complete the Listening or Reading domain. Districts will be able to submit an incomplete domain in WIDA AMS. This feature makes it possible to “force submit” an incomplete (unfinished) test in any of the four domains.

Instructions for how to use the Submit Incomplete Domain feature in WIDA AMS can be found in the WIDA AMS Supplement Submit Incomplete Domain document available on the State Specific Guidance tab on the Minnesota page of WIDA’s website ([wida.us](http://wida.us) > Consortium > Members > Minnesota > State Specific Guidance for ACCESS for ELLs 2.0). This information is not available in the WIDA AMS User Guide or in the District and School Test Coordinator Manual.

26. If a student transfers from another MN district, can we view a student’s screener score from that district?

MDE staff are working with WIDA and DRC to explore this possibility. In the meantime, districts should contact the DAC for the school/district in which the student was last enrolled, WIDA client services or The Minnesota [Department of Education](http://www.mn.gov)

27. Does the screener adjust for the semester based on the test administration date?

No, it does not adjust for semester. The grade-cluster is assigned based on the grade-level in which the student is listed. Keep in mind that the WIDA Screener does not have a Kindergarten option at this time. The Kindergarten W-APT (listening and speaking only) can be used in the first semester and all domains can be used in the second semester with Kindergarteners with literacy skills.

28. For students who are unfamiliar with the technology and for whom English is too limited to understand the demo and practice test, is it possible for the child to point to the desired response on the Listening and Reading sections while the test monitor clicks on the corresponding item?

No, this is not recommended.

29. Is it possible for districts to download the results from multiple students into a spreadsheet when using the online screener?

The online screener currently does not have the ability to extract student data at a district, school or for multiple students, at one time. That option is not currently part of the general functionality for score reports for the online screener, however, MDE has communicated to WIDA staff that districts would like this feature. WIDA and DRC are looking at the feasibility of adding this level of reporting into the system in a future release.

30. What if we lose internet connectivity, lose power or the computer crashes?

If the student is unable to continue testing and the issue cannot be resolved on the same day, testing may need to be rescheduled. The Student Test Ticket should be securely stored until testing is resumed. Students can restart testing using the original test ticket.

If internet connectivity is lost during the test, a warning message is displayed to indicate that there may be unsent responses saved in the TSM. Inform students of the lost connectivity. If this error message appears, please check your site's internet connection or contact technology staff as needed. Technology staff should contact DRC Customer Service (855-787-9615 or [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)) if assistance is needed.

31. Will the speaking and writing results be available immediately after the test for scoring?

On average, the speaking and writing results are available in WIDA AMS within 20-40 minutes after students have completed all four domains of the WIDA Online Screener, and the test has been submitted. Make sure the test has been fully completed and that the test has been submitted using the "submit" button. It may take as little as 15 minutes or less or as long as two hours for the data files to download before the speaking and writing responses can be retrieved and scored in AMS. Times will vary based on the total number of concurrent users in the AMS system consortium-wide at the time of testing. It is not likely that testing volume locally will have a significant impact. You may be able to improve this time by having students handwrite the writing portion of the test so that only the speaking test will need to be downloaded after test completion.

If it is taking more than two hours, please call DRC customer service and alert them - they are monitoring to make sure it's the system is working within the allotted time frame. Technology staff should contact DRC Customer Service (855-787-9615 or [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)) if assistance is needed.

32. What should I do if the following recording error message appears?





Make sure the microphone is connected properly. Check that the student is not speaking too quietly. Ask the student to click on the OK button. If the recording error message appears again ensure the audio settings are configured properly. Contact DRC Customer Support with additional questions.

33. When should districts contact WIDA Client Services?

*For questions regarding:*

- WIDA Screener training and certification
- WIDA account usernames and passwords (first contact your DAC)
- WIDA user account creation (DAC should first contact mde.testing@state.mn.us)
- WIDA Screener (online and paper) test administration procedures
- WIDA MODEL
- ACCESS 2.0 administration

34. When should districts contact DRC Customer Support?

*For questions regarding:*

- WIDA Assessment Management System (AMS)
- WIDA AMS Logins
- Test ordering and returning
- Printing and unlocking test tickets
- Student transfer process
- Editing student grade information
- Generic test sessions
- Tier reports
- Pre ID labels
- Entering accommodations
- Using Chromebooks and iPads
- DRC Testing Site Manager (TSM)
- Questions regarding technology and technical specifications

35. Will WIDA conduct research to explore the relationship between WIDA screener scores and those of ACCESS 2.0?

Yes - more details will be made available in the future at the WIDA website.

36. What kinds of accommodations are available for ELs with disabilities?

These are the same as they are for ACCESS 2.0. Please see the MN Assessment Procedures Manual and consult with your district assessment coordinator for more details.

37. Will an overall score be available for a student who cannot complete all four domains (due to a disability)?

No, if any domain score is missing, any composite score dependent on that domain score cannot be calculated. That said, some students have disabilities that prevent them from attempting or completing all four domains of the WIDA Screener. In such cases, efforts should be made to use the available domains, along additional available data (such as student observations aligned with the WIDA ELD Standards Framework) to make a

reasonable determination of whether the student is proficient in English. For some students, the paper-based screener may be more appropriate than the online screener.

Keep in mind that accommodations are available for English learners with disabilities. These are the same as they are for ACCESS 2.0. Please consult the MN Assessment Procedures Manual and your district assessment coordinator for more details.

38. How long will WIDA Screener results remain in WIDA Assessment Management System (AMS)?

The screener administration period is open for 11 months. It opens on July 1 and runs through the first week of June of the next year. Test results are held within WIDA AMS for that period. The scores and the reports will all be deleted from WIDA AMS at the end of that 11 month testing period.

39. Can districts administer the paper test but use the online version of the listening test?

No, these are separate tests. Districts must use either the online screener or the paper screener for a given administration. It's up to districts whether they will use the online screener, the paper screener, or both. However, a given student will complete just one version of the screener.

40. How does domain scoring work for the WIDA Screener?

Students receive a score comprised of an integer that does not include any increments between the whole numbers. For example, for each domain score students could score 1.0 through 6.0.

41. How does composite scoring work for the WIDA Screener?

The composite scores include increments of .5, so scores such as 1.5 and 2.5 are possible, ranging from 1.0 to 6.0. This is due to the fact that the composite scores are based on a larger number of total items.

42. Are scale scores reported for the WIDA Screener?

No, only proficiency level scores are reported for WIDA Screener.

43. If staff were recently certified to administer the ACCESS 2.0 speaking test do they also need to get certified for the speaking section of WIDA Screener?

No, they only need to take the writing module and the quiz for the writing section, the districts should have local plans to provide ongoing training to help ensure inter-rater reliability.

44. Can the student writing responses be printed out for teacher reference?

Yes, the responses can be printed and stored locally.

45. Will each test administrator have his or her own access to WIDA AMS?

Most test administrators will use WIDA AMS to enroll the students who need to be tested, to set up their test sessions, and to create their test tickets. That person will need access to WIDA AMS. Someone will need to retrieve and score the speaking and writing responses - that person will also need access to WIDA AMS and will need permission (prior to the start of the test) in AMS to score the speaking and writing responses - this

indicates that the scorer has been certified in speaking or writing (or both) in the WIDA Online Screener Training Course. It may be the same person, or it may be different people doing test administration and test scoring.

46. In preparation for the school year is it possible to mass upload students into WIDA AMS instead of entering them individually?

Yes, contact WIDA Client Services for help with this.

47. Can WIDA Screener student scores be electronically imported into the ELlevation database?

This functionality is not currently available. However, scores can be manually entered into ELlevation.

48. What options are being explored to enhance WIDA Screener in the future?

Possibilities for future investment in the WIDA Screener include:

- more comprehensive data management and reporting systems
- faster access to students' speaking and writing responses for scoring (Online)
- item refreshment
- development of a new Kindergarten screener
- development of screening materials for students with known disabilities
- additional possibilities based on consortium priorities and feedback

49. Are WIDA Online Screener score reports available in languages other than English?

At this time, WIDA Online Screener score reports are currently available in English, though there are plans to have them available in additional languages in the future.

50. Is the DAC the only one who can set up students for the Screener?

Yes, typically, the district assessment coordinator (DAC) will set up students for the test. That said, I understand that you can get permissions to do that if it's something you need to do in your district. We recommend that DACs (who are already familiar with WIDA AMS) take the lead role here.

51. Can students in grades 4-12 handwrite their responses for the writing test?

Yes. Students in grades 4–12 who are inexperienced, unfamiliar or uncomfortable with keyboarding may write their responses in a writing response booklet. The writing prompts are presented to students online. The test administrator will type “the student has completed the test on paper” in WIDA AMS.

52. Will the AMS system have Minnesota students pre-loaded or will staff need to manually enter them?

District staff will need to enter new students into the WIDA AMS system as they enroll in the district.

53. Is the full Screener online training course available now on the WIDA site?

Yes, however, staff may need to work with their district assessment coordinator to have the training course tile activated so that they can access the course. Also, a WIDA username and password are required to access the

training courses and other materials at the WIDA secure portal. Please see your district assessment coordinator to request a WIDA username and password.

## **Special Cases**

### **International Students**

If an international student (State Aid Category 2) lacks the necessary English skills to fully participate in classes in English, that student may be tested using an approved screener and classified as EL in MARSS and served in the district's language instruction education program. All students designated as English learners in MARSS must take the annual ACCESS 2.0 test until reclassified as English proficient.

### **Pre-Kindergarten Students in Voluntary Pre-K or School Readiness Plus Programs**

If the district has a Voluntary Pre-K or School Readiness Plus program, English learners must be identified according to state law which establishes the use of the Minnesota Language Survey (MNLS) and an assessment of English language proficiency. At the time of publication, the PreLAS Observational and Assessment System (published by Data Recognition Corporation [DRC]) and the Pre-IPT Oral Test 3-5 (published by Ballard and Tighe) English language proficiency screeners, as well as the Kindergarten W-APT and Kindergarten MODEL, can be used to identify English learners in Voluntary Pre-Kindergarten and School Readiness Plus programs. Keep in mind that the W-APT and MODEL are designed to be used in the second semester before Kindergarten.

### **Other Early Learning Settings**

Refer to individual program guidelines. Use of the MNLS and an English Language Proficiency (ELP) screener is not required, but may be recommended. Students in School Readiness and other district community programs are not required to use the MNLS or the screeners. Districts may choose to use the MNLS and a screener for providing improved early childhood services to families, but would not be eligible to receive EL state aid for these students.

### **Students Whose Home Language is American Sign Language**

Students from homes where another language is spoken and who also use a form of American Sign Language (ASL) may take the screener. Hearing students who use ASL as their primary language at home are not formally eligible as English learners (and do not generate State EL Aid). However, in certain circumstances, hearing students who use ASL, and also speak English, may benefit from language instruction education programming and support.

### **Students Who Cannot Complete All Four Domains of the Screener**

Some students have disabilities that prevent them from attempting or completing all four domains of the WIDA Screener. In such cases, decisions should be made based on the domains the student is able to complete, along with other available data, including any existing special education data. Keep in mind that accommodations are

available for English learners with disabilities. These are the same as they are for ACCESS 2.0. If the student has an IEP, consult district special education staff to determine whether any accommodations are included.

Additional recommendations regarding screening procedures for newcomer students who may have disabilities are currently in development at the time of publication.

## **Refusal by Parent**

Parents may refuse to allow their children to take English language proficiency screener.

1. A parent refusal must be submitted to the district in writing before testing. It is recommended to place this documentation in the student's cumulative folder together with the Minnesota Language Survey.
2. In order for parents to make fully informed decisions regarding their child's participation in screening assessments, districts should provide complete and transparent information when asked by parents if they can refuse testing. The law does not state districts are required to notify parents/guardians or post information on their websites about parent refusals. The law does state that parent refusal information must be provided upon request in a timely manner.
3. If a parent refuses their child's participation, the school does need to provide alternative educational opportunities and ensure that the student has access to the curriculum.

## **Refusal by Student**

Districts may require that students provide written refusals for English language proficiency screeners. The district may also determine if student behavior prevents the student from testing. In the case of behavior, districts can attempt to administer on another day before documenting the refusal. Districts should document the circumstances surrounding student refusals as needed to address questions after testing.

## **Misidentification**

Although screeners (WIDA Screener, KG W-APT and KG MODEL) attempt to assess all students' English language proficiency accurately, there are incidents when a student has been misidentified. Assessment screeners reflect one day in an academic career of a student. Although not frequent, at times, students may be incorrectly identified as English learners. The following section outline a process for revisiting the situation and making adjustments to the student's placement if necessary.

## **False Positives**

A false positive may occur when a student is identified on the screener as needing English language services but really does not.

Following the procedures and criteria in both the identification and classification documents provided by the state of Minnesota, all students with a Minnesota Language Survey indicating a language other than English should be screened for English proficiency. Based upon the results of the screener, the student is placed into an LIEP and academic content courses. After a period of time, the teachers of both the EL program and academic content recognize that the student exhibits language use in grade-level content work that suggests that the student has been misidentified. Within 45 calendar days of initial placement in the LIEP, a formal review of the

student's work and English language proficiency can be conducted. Using a protocol that the district has developed, it is determined that the student is not an English learner. In MARSS, the EL-Yes indicator should be changed to EL-No since this student is not considered an English learner for the year. This student does not take the annual ACCESS assessment. Parents must be consulted and notified of the change in EL status.

## **False Negatives**

A false negative may occur when a student upon enrollment is not identified as an English Learner.

Following the procedures and criteria in the identification document provided by the state of Minnesota, all students with a Minnesota Language Survey indicating a language other than English should be screened for English proficiency. Based upon the results of the screener, the student is not placed into an English language development program. However, it becomes evident that the student is struggling and is unable to fully access the curriculum because of a lack of English language proficiency.

If this is the case, the district may, if needed, revisit the Minnesota Home Language Survey or may rescreen the student. If either of these steps are taken, the district must consult parents and keep documentation of actions taken. If the screener indicates that the student could benefit from additional English language development, the student is enrolled in an LIEP and identified as EL-Yes in MARSS. However, if the results of the screener do not indicate that language is preventing the student from fully accessing the curriculum, the district should investigate additional reasons behind the student's difficulty including screening for special education.

## Resources

[Minnesota WIDA](https://www.wida.us/membership/states/Minnesota.aspx) page (<https://www.wida.us/membership/states/Minnesota.aspx>)

[MDE English Learner Education](http://education.state.mn.us/MDE/dse/el/) page (<http://education.state.mn.us/MDE/dse/el/>)

[WIDA Screener](https://www.wida.us/assessment/Screener/) page (Online and Paper) (<https://www.wida.us/assessment/Screener/>)

Links to [Online Screener Training Course](https://www.wida.us/assessment/Screener/screener-online.aspx), AMS and WIDA Screener Online Webinar (<https://www.wida.us/assessment/Screener/screener-online.aspx>)

Links to [Paper Screener Score](https://www.wida.us/assessment/Screener/screener-paper.aspx) Calculator, WIDA Screener Training Course and other materials (<https://www.wida.us/assessment/Screener/screener-paper.aspx>)

WIDA-ACCESS Placement Test ([W-APT](https://www.wida.us/assessment/W-APT/)) (<https://www.wida.us/assessment/W-APT/>)

[WIDA MODEL](https://www.wida.us/assessment/MODEL/) (<https://www.wida.us/assessment/MODEL/>)

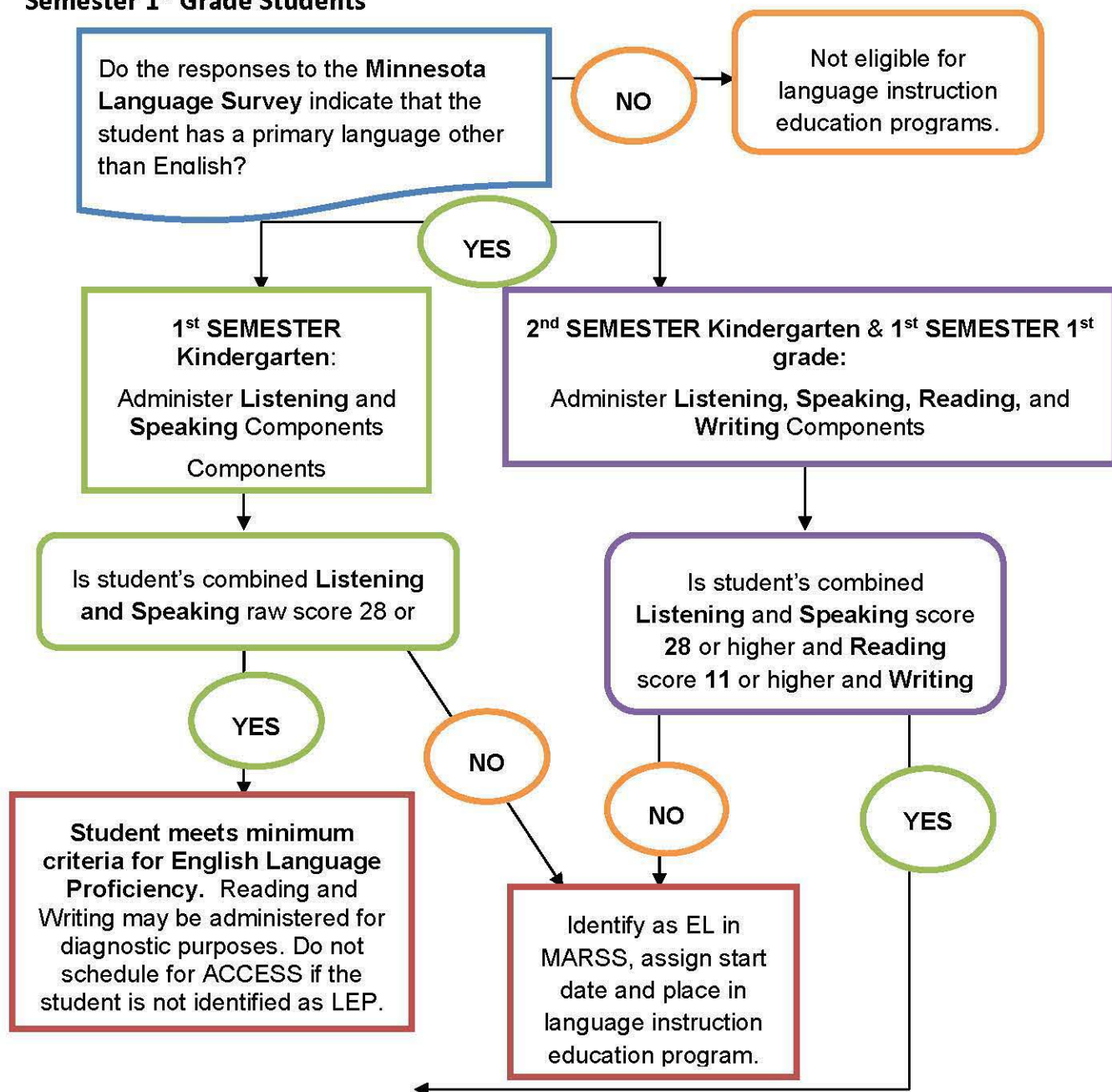
2017 ACCESS for ELLs 2.0 [Score Changes](https://www.wida.us/Assessment/ACCESS%202.0/proficiency.aspx) (<https://www.wida.us/Assessment/ACCESS%202.0/proficiency.aspx>)

[WIDA Client Services](mailto:help@wida.us): 866-276-7735 or [help@wida.us](mailto:help@wida.us)

[DRC Customer Support](mailto:WIDA@datarecognitioncorp.com): 855-787-9615 or [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)

[Minnesota Department of Education](mailto:mde.el@state.mn.us): 651-582-8579 or [mde.el@state.mn.us](mailto:mde.el@state.mn.us)

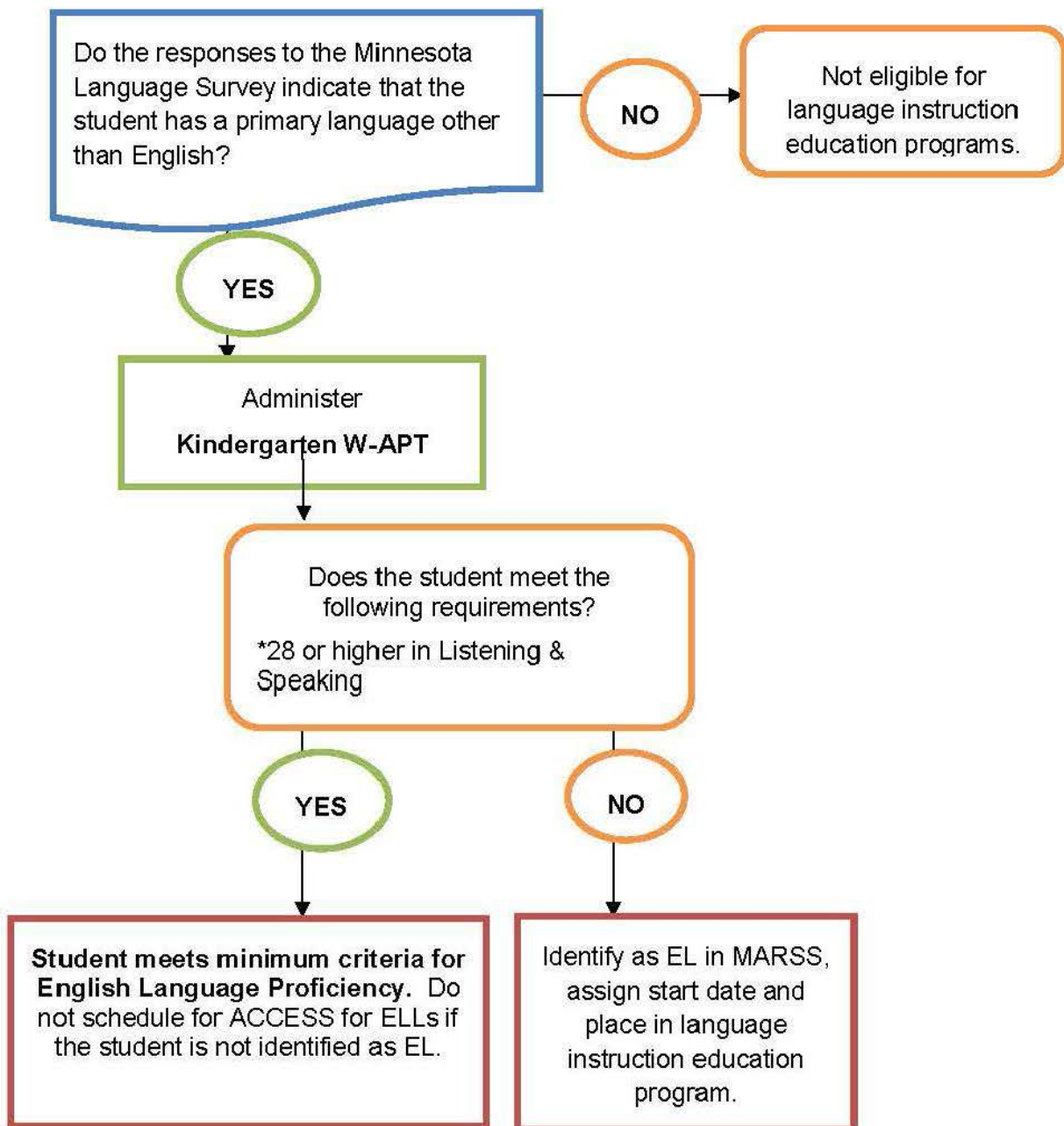
## Appendix A: Recommended Criteria for English Learner Eligibility for Kindergarten through 1<sup>st</sup> Semester 1<sup>st</sup> Grade Students



Students who are determined to have a primary language other than English are not automatically classified as English learners (ELs). They should take an approved screener to determine if an LIEP is appropriate. The identification process should be clearly articulated, consistently applied and available to all stakeholders in an understandable language and format.



## Appendix B: Recommended Criteria for English Learner Eligibility for Students in 2<sup>nd</sup> Semester of Kindergarten



Students who are determined to have a primary language other than English are not automatically classified as English learners (ELs). They should take an approved screener to determine if an LIEP is appropriate. The identification process should be clearly articulated, consistently applied and available to all stakeholders in an understandable language and format.

## Appendix C: Example Conversion of Kindergarten W-APT to ELP Levels\*

### Listening and Speaking Scores

Placement Level	Listening Scores	Speaking Scores	Final KG L & S level
1	0-6	0-4	0-10
2	7-9	5-8	11-17
3	10-11	9-10	18-21
4	12-13	11-12	22-25
5	14	13-14	26-28
6	15	15	29-30

### Reading and Writing Cut Scores

(only to be used with 2nd semester students with literacy skills)

Placement Level	Reading Scores	Writing Scores	Final KG R & W level
1	0-2	0-3	0-5
2	3-5	4-7	6-12
3	6- 10	8-11	13-21
4	11-12	12-14	22-26
5	13	15-16	27-29
6	14-15	17-18	30-33

## Kindergarten W-APT Overall Placement

(using 4 domains)

Placement Level	Overall Score
1	0-15
2	16-29
3	30-42
4	43-51
5	52-57
6	58-63

*\*Developed using ACCESS 1.0. Keep in mind that the W-APT was designed for identification and not necessarily for making programming decisions. Additional domain-specific information is encouraged when making placement decisions.*